

Hello, everyone.

It's Nicole Hire here with another episode of the Bamboo Beat.

And this episode is probably the one I've been most nervous ever about recording.

I have a VIP guest here today, Eddie Gonzalez.

Eddie, can you tell the listeners a little bit about you?

Yeah, so, Eddie Gonzalez, working over in Kern County at the Kern County superintendent of schools, I'm the director for HQ IM Initiative.

a little bit of background information on myself.

I taught high school intervention.

Then I went down to middle school intervention, and then rounded out the, the K 12 experience teaching in third grade, done a little bit of work, adjunct work in the CS U system.

And really have kind of a broad perspective on what's going on with our most vulnerable students across the, across the system.

It's amazing.

And for the listeners, Eddie and I have had the pleasure of working together for the last couple of years.

It's crazy that it's been that long Eddie, but it has and we have been working on a very special project.

So Eddie, you're the director of the high-quality instructional materials project at Kern County.

Would you tell the listeners a little bit about that project and some of the goals and objectives of that project?

All right.

Awesome.

Yeah.

So we're excited to host this initiative from the CDE at our county office.

And really the work is guided by trailer bill language that made the project come to life.

So the first so just the the key elements that came out of the trailer bill were that we were going to create a transparent vetting process for teachers to upload lessons to the California educators together platform.

So, the next big piece there was that we were gonna be creating curating resources that teachers would have access to.

We're gonna be supporting the development and the maintenance of the repository California educators together.

And then we were gonna be providing guidance on how to use California educators together.

And so it from that language, our office designed a an application applied.
And we wanted on the strength of some of the work that we had done during during COVID
with of course, the support of of instruction.

And so what does that look like?

kind of for the teacher or for the educator who, who wants to know like, OK, so those are a
lot of processes but how can I engage or what does that look like for me?

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So, for us or for you, what that would look like is we have access to free resources from
providers such as Open Syed, or the Lawrence Livermore lab in California State Park.

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So that means that you can go on to the platform now and you have full access to their
open resources.

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Some of them are full and open curriculum and then we even got podcast episodes with
some of those partners who showcase and highlight their work.

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What that also looks like for us is we're supporting CD E initiatives.

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But at the county level, ca the, the ethnic studies, it's it's, it's gonna be happening here in
California.

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And teachers are creating that through an initiative at the San Diego County Office of
Education.

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It's it's our office who's helping them upload and put all of that on California educators
together.

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And then we also do lesson design institutes.

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So if you're active on X Twitter or on tiktok or Instagram, you'll see that we host lesson
design institutes across the state where we're paying teachers to develop lessons.

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So, in essence, like, what does this work?

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We pay teachers to make lessons.

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We recruit awesome people that have free resources across the state and we support big
initiatives that are coming at the count level.

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I think some of the cool things that you just highlighted and to maybe dig a little deeper.

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the CD E for those listening, I don't know if you said it.

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But for those outside of California, the CD E is the California Department of Ed.

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And so the fact that this is a project that not only impacts the learners in Kern County, but the learner across the state of California and realistically, it's an open platform so it could be across the world, right?

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So that is so amazing.

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And then also the lesson design institutes are not just designed to help get lessons onto the platform.

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But one of the really cool things that I've seen about this project is that the lesson design institutes are really building capacity for teachers across the state of California to not only inform their instruction and their lesson development, but also their influence on their peers and their professional learning community.

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So it's been a really neat project to see.

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And I'd love to talk some more about the impact that this project has had and what it continues to do on the educators and the students in California.

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Yeah.

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So one of the things that we really pride ourselves with the project is even all the way back to the, the inception, like within the 1st 34 days, we were having conversations on.

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If we're bringing in lessons, there's gotta be some type of rubric or a checklist.

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And we were able to start out sending, sending the survey out to different areas of California.

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And we were proud to, to cover like the majority of the regions.

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And and then hone in on what exactly do California educators look for when they're looking for high quality lesson plans.

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And what kind of emerged initially was the idea that teachers the teachers want to support students of diverse needs.

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You'd see the ELT or English learners component pop up a lot.

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We also saw a lot towards the idea of like in being innovative and getting kids excited to, to support or getting kids excited to, to be a part of the lesson.

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From there, we we took all of that to our advisory committee or advisory committee has state wide leaders as well as statewide leaders who are working in nonprofits who are working in higher education and statewide leaders who are working at the CD E.

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And then eventually we, we came up with with a rubric that later turned into a checklist.

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And the, that for me, the impact is that we are really pushing and promoting some of the core CD E priorities such as integrated ELD.

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So if you have a el learner in your class that you're required to be using integrated ELT.

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And this isn't just a kind of a practice that, you know, kind of comes out of like you, you can't kind of pick and choose.

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There's, there's a robust framework, support guidance for what integrated ELD looks like.

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And our project really dives deep into, into that work.

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Another thing that comes from the CD is the CD E really prioritizes the whole child approach to support all students.

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And for us through our institute, we use we enter that whole child approach through the, through the UDL Avenue.

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And and that for me is the most meaningful and impactful piece because as I, as I mentioned in the introduction, I, I work with a lot of our most vulnerable students from K all the way up to 12 and seeing the level of priority that like that is the work, the work is like ensuring that we're meeting the, the, the needs of diverse students.

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And and it's exciting, it's exciting that that's the, that's, you know, our mandate from the state.

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It's exciting that that's the culture that we live in here at K CSO s at K CSO S.

8:00

It's, you know, you see the tagline, its advocates for Children.

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And and I think through this work, we really are advocating for these best practices to ensure that all students are getting or that all teachers have equitable access to resources that can support all students.

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I love that.

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So not only are you impacting the end user which would be the student, right?

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And that accessible content, but also impacting the way that teachers approach, that, that process of integrated ELD and that whole child and UDL approach.

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I think both just offer the opportunity for all students to just really get in there and access the learning on the level that they're, their feeling is most appropriate.

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So that, that is incredible.

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And again, the work that, that you and I mean, us collectively are doing, it inspires me every day to just hear all of the success stories that are coming out of this.

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So can you share some of those, are there any success stories or maybe some positive outcomes that you've seen even in its early stages?

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Because yes, we're still in the first few years of this but thinking long term, and how, how much this project has already impacted people?

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Like, what do you see from that?

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And have there been any stories that have come back to you that you'd like to share?

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Yeah.

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So really, again, like at the, from the inception, it was the idea that if, if we're doing something that's valid, we're doing something that we're seeking input statewide.

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And then that very easily translated over to, you know, once we started holding workshops institutes and if and if we truly are thinking about California teachers, we're reaching out to teachers across you know, across California.

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And so we are proud that through our virtual institutes, we're able to bring in diverse groups of teachers from different quarters of the state.

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Now, translating that over into some of the work we're doing in the logistics.

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We've, we've held a institute now in in Bakersfield.

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So in the San Joaquin Valley, we've held an institute down at UC San Diego.

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we've held another institute up in the Bay Area at the Cross Center for Innovation.

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And then we just held an institute this weekend at the CD E in the in Sacramento.

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And so we're, you know, doing our part to not only like create you know, kind of lanes and avenues for people to come in and engage in the work, we're also doing our best to, to take the team and go out and be a part of those communities.

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Because when you get out into these different areas, you do see that you know, California teachers were all connected in in so many ways.

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But we also have unique sometimes unique challenges or unique experiences depending on, on where we are in California So I mentioned the institutes, we've had big institutes.

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now across the state, we are also started holding workshops last month and the workshops are smaller, more intimate professional learning.

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But we held one out in Chula Vista.

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So that's that's, you know, just before Sunny's hero, right before you, you get to the border, you know, the conversations that we're having there and the, the information that we're learning, you know, it's incredible like the, the, the experiences the teachers are having.

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we've also had some workshops in in Boy Heights, L at L A US D We've had some in the Pasadena area of Los Angeles, some other ones up in the, the Bay Area.

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So it's like those I feel are part of like the big accomplishments that where we are pushing really hard to capture the voices of teachers across the state and really understand like what some of those press practices are and you can see some of that today on the platform.

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So if you go on the platform, you can see some demo videos out in San Marcos or in Powerway up in the San Joaquin Valley and we're still expanding and we're still going out and trying to get some recordings.

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You can also see our podcast episode or you can listen to our podcast episodes or you could watch them.

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they're on Spotify.

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And and here we were able to go in a little bit deeper and talk to teachers about, you know, their experiences, for example.

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And we went out to San Marcos, we got to work with and record two dynamic teachers out at San Marcos middle school who used the openid curriculum and who attended our lesson design institute at UC San Diego.

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And what was pretty awesome is in the podcast.

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They're, they're telling us, you know, this is how I would start the school year and they're giving really like advice to to teachers that are kind of trying to shake it up, do something innovative when they're starting the beginning of the year.

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And, and for us, it's exciting, like as a big win because you can see their demo lessons, you could hear them on a podcast talking about how they start their year as science teachers.

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You can see like their their actual lesson plans with their resources and then you get their full curriculum from, from open side.

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And and that's really like what we're trying to push for, we're trying to push for like the lessons but the ecosystem of like what is good teaching and you can't really separate the good teaching from like the teachers and the communities they serve and their experiences.

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Amazing.

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And I think that's one of the innovative, innovative things that your team has really seen is that from the beginning?

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we had a vision, right?

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Like we started, you said with the rubric and we thought like, we'll just put the rubric out there and like teachers will write good lessons.

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And then we realized, oh, wait, there's a disconnect between the rubric and writing good lessons.

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So like, what's the middle piece?

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And we went into the institute and then from there, we realized, OK, some of the institutes need to be shifted into a different format.

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So let's try also providing this secondary format and then now we've come up with some other ideas, but I think the the iterative process that this team has, I think is just worth mentioning that it doesn't just start and end where we started.

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There is a really big emphasis on that growth mindset and really making this better for the community rather than trying to fit this into the mold of what's not working.

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And so I, you did mention earlier, the advisory committee, can you just share a little bit more about what that committee is and its purpose and how you've used that to kind of inform some of these unique approaches?

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OK.

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So the advisory committee that we have again different leaders in, in different areas in the first year we had, for example, Sharon Coyle from from cast, so she really informed a lot of the UDL and she provided support and guidance with how we were designing those sections or connecting this as well with with experts to, to ensure that we have the a strong UDL component in our institute.

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We were very fortunate to also work with Doctor Laurie Olson who helped us create and design the components that we use for integrated ELD.

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And then we also work with Doctor Mario Samani, who was supporting us with with a different lens and really brought that math background or not math, sorry, that science background.

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So what happens with our advisory committees is we we meet monthly, we bring you know, we have an ongoing agenda and we take them through some of the processes that we have.

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We do some of the long-term.

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we bring some of the long-term visioning to them.

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We also bring all our short-term metrics and they're very they're very dedicated and it's a, it's a great group of people.

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they, they they're more even into the, the thought partner realm, but also the, the pick up a shovel and support the work type of people from again, like when we were initially starting

working with us, you know, online and you know, creating like slide decks and like, no, no, no, you gotta consider this or you want to think about this,, great, the, the initial rubric that we then turned into a checklist,, attending the institute and like, working through lessons or,, going across and supporting us with like feedback.

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, and so it's,, they, they do, they wear a lot of hats.

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, but the,, you know, they, I could tell that they're, they're invested, they're into it.

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And it really, you know, it was exciting to, to have them support the work.

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Yeah.

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And I think that's just another way that you guys are focused on that iterative process and not just having like it is your team, right?

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And you are constantly bringing in new people to kind of advise and, and see maybe what the missing piece is are.

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But then you also have the teacher perspective from the institutes and hearing and taking that feedback into account.

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But then this group, this advisory group being able to hear their feedback and then, yeah, from like the boots on the ground, right?

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Like hearing them actually go into the institute and, you know, be a part of the process.

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I think that is so important too because you're getting that third party perspective as well.

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But then that firsthand experience and so these people really do make a difference in the work as well.

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And I'd love to hear you did mention the institutes and the workshops.

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But I'd love to hear some of the more innovative approaches or the unique strategies that you guys have employed on top of these others to create these high quality lessons.

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OK.

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The so the, the lesson design institute, one of the things that here at K CSO S that became immediately apparent to me was that we, we know how to put on a show here.

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You know, we know how to get how to welcome people into a room and, and how to, how to make them feel excited to be there.

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So that's a, that's a big a piece to it.

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But once they're there, how do we go about and like, you know, introduce the content and, and get them to be a part of the institute?

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Well, once we nailed down kind of their initial institute format, then, you know, the next component was how do we get people who aren't able to attend an institute?

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And the obvious thing is, well, zoom, right, we can do something on zoom.

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Well, the zoo, the zoo zooming is a little bit more difficult for, for teachers because we, our institutes are two days.

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So it's they'll, you know, you're zooming on Friday all afternoon or all evening and then you're zooming all Saturday.

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And people really do appreciate that in person experience.

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One of the things we learned pretty quickly was that our virtual, our virtual institutes didn't have as, as high of attendance.

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And so we pivoted pretty quickly.

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The first really, I guess outside the box, concept that came through, through the, the team in the department was like the idea of like, well, can we go to them, like?

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And so that's what a workshop is.

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The workshop is the idea that you pull together 5 to 6 teachers at least 5 to 6 teachers.

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And then we have one person who can go out to to your team and deliver one day of professional learning.

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Again, that makes a big difference because for example, we didn't hold the institute in Chula Vista, but we were able to hold the workshop, we had 8 to 8 or nine people attend.

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And now we're able to like really kind of spread the word.

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There, another component that comes out of the workshops is it get, it lets us be a lot more a lot more personable with teachers in such a small group.

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And we're also meeting them on kind of their own their, their own home, home turf, right?

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They have home field advantage.

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And so it's we're walking into very much a different experience.

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But it, it also lets us recruit teachers for vetting.

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So we also pay teachers to vet lessons, whether they're coming from an institute or a workshop.

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And then it also helps us work with teachers to be guest facilitators.

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So we also pay for teachers to, to continue doing that work with us.

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And if you're interested, you know, there's different ways for us to, to connect.

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you can reach out through the help desk.

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If you wanna know about any upcoming institutes or workshops, you can, you know, get on the platform and engage with us through there.

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But the, the last big component, I think that's been our most innovative one.

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in terms of like how we're reaching people is setting up the an asynchronous course.

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So we also have an asynchronous course where you can do that all on your own time.

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going through it, you still get paid to design lessons and you're fully engaged with the content.

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And so for us kind of the innovative solution to being able to reach as many California teachers as possible was one hold large institutes across the state where teachers can come and, you know, kind of get the gala feel and and and connect with other teachers that they normally wouldn't have connected with.

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The next big solution was holding workshops which were smaller, kind of more intimate, more in a more intimate setting where we're able to be more personable and, and you know, really build more relationship with them.

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And then finally the, the course, so that's for the, the person who's not able to engage or interact on either of them.

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But they wanna see if this is something they wanna be a part of.

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So basically, it's choose your own adventure.

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Just check which one works best for you, choose your own adventure.

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My friends, I love that.

22:02

Well, let's shift gears for a minute and chat about our collaboration.

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Like I said, Eddie and I have worked closely together for the last couple of years.

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But before that, K CSO S had a partnership already with Instructure and so I can speak a little bit about the history here.

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Our relationship with current County and when I say our, I mean instru instructors relationship with Kern County, I think officially began in 2020 if I'm not mistaken.

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Our team here at Instructure helped to transfer some traditional face to face content into Canvas courses, to meet some of the needs of those suddenly remote learners in the middle of the pandemic.

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So since 2020 we have grown and not only have we helped develop courses in Canvas like we traditionally do.

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But now we also get to support on this project as well as supporting in professional development and some other supports that our team helps with at K CSO S and we have not looked back and it's been so incredible.

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So, Eddie, I just wanted you to share a little bit about the nature of our collaborative relationships between Instructure and KCSO's which do span beyond the traditional roles of our services.

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So it's a very unique opportunity for you to share about.

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Yeah, definitely the so for me, coming in, I think I gotta preface it with, with this, I guess it's my own observation.

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I've, you know, there, there's a lot of challenges that people have had post COVID, post pandemic, you know, kind of what the, the new normal is and something that I've seen in organizations that have been able to kind of leverage that so, and, and thrive I it has to do with like the work that they were doing during COVID then being something that kind of accelerated what they were, what their core missions already were.

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And and so for, I think for K CSO S and then here for, for instruction as well, then using that time during COVID to be able to innovate to be able to reach teachers to support learners in different ways.

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was something that then was an opportunity to really scale up through continued, you know, practices in the office, but also through the contract.

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And so what I mean, by that is during COVID, like you said that K CSO S had been making a ton of lesson plans with specialists here in house and with support from teachers outside of the area.

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So then once this contract came up and was awarded to K CSO S, it was a very natural bit to say that this type of system can, you know, be replicated and and go statewide.

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Now, one of the really awesome supports that came through instructor was that because there was already instruction, team members who had been a part of the work, who had been a part of the, the culture and really understood the mission of kind of what was going on and how this was being scaled.

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For me when I came on to this department, I was the, I was the first hire that that came on.

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But it was really nice to see that there was already people who are like ready and like understood like, like, yeah, we're, we're taking some of those components, but it wasn't a very straightforward copy and paste to say, right?

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So it wasn't like copy, we're gonna copy and paste the project from the last two years and, and paste it statewide again.

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What were the differences?

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The differences now were with the experience of that work.

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the experience of the office, it was also bringing in initial feedback, initial guidance from teachers statewide from the advisory committee from from different partners who are going to be a part of this work as well because this isn't a KC I or sorry K CSO S endeavor.

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This is a, you know, we have all these partners of the KC I we have partners with the CD E, the CD E, our primary partner who monitors the contract, but it's also like invested in the work.

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And there's a lot of you know, they also go above and beyond when they're, they're supporting us.

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So, where does like then and structure like fit into it?

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So obviously, the during the, during COVID and being able to support of that all that.

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But then once this project started going, I think it helps to look at and structure and through the idea of like what the roles were of people supporting us.

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So the first one is that we had our principal learning consultant with the principal learning consultant.

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we were able to kind of start creating like the big picture of ideas of like we need x amount of lessons.

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This is, you know, where teachers are in different areas of California, how do we get them from here to there?

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We have support from, from you as a, as a principal learning designer or instructional designer.

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And then it's like, OK, we're going from point A to point B.

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What is gonna be like, what are our possible routes?

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We're going from point from point to point B and being able to really align like kind of the different structures And what had already taken place in the office to, you know, scale it and to, to span it.

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And then there were really good instances too where we were able to working with you all, you all were able to come up with innovative solutions that that otherwise wouldn't have been there.

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So, so for example, we've talked about like teachers vetting lessons, like if we're doing thousands of lessons, like, so thousands of lessons in this bucket, this is where they're all starting.

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Like how are they gonna make it all the way across?

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One of our initial initial ideas or kind of conceptions of how that was gonna work was teachers were gonna or our own program specialist having like different types of like leadership roles with teachers that are gonna be vetting.

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But with you all, you helped support create kind of the kind of the, the backend infrastructure of the, the Asana boards.

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And so it was like creating kind of a almost like an assembly line process but that also like sped up like some of those components.

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And it was really working with you all the expertise,, that your team,, that the instruction team had brought in that area that really helped,, kind of open up lanes for like, all right, cool.

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Like, we've got that pipeline going, like, now, let's, you know, we can scale up and try, try more things because that's kind of the nature of this project right now.

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It's that,, there's a lot of work to be done.

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A lot of, but it, but the work that gets done should be done, you know, should be done well.

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Yeah.

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And I think what's so special about our collaboration is that you, your team has seen us as not just a value add as far as like, oh you bring this product.

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We're so what I'm saying is you've leveraged our roles versus leveraging the product that, that Instructure offers and looking at it from a perspective of like we needed strategic consulting.

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And so we used our strategic consultants that we had with Instructure, we needed instructional design, best practices, whether that's teaching and learning pedagogy or you know, both both the strategic consultant and the instructional designers have supported in project management.

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So no matter what it was, you saw the roles as the skill set that was being offered to the project and that was a very, I think, innovative and unique approach to this whole experience that I think is translated and we've seen the benefits of long term.

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So what, what would you say are like the top takeaways and benefits of those, the relationships that we've built?

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I mean, obviously the success of the project from where it is, I think has, you know, attributed to our relationship and our constant like ebb and flow of, you know, reiterative process here, you know, fixing things as they come.

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But I think it's in, I'd be interested to hear what you think are some of the top takeaways from the last few years of collaboration.

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So I think the I think you're right in the focusing on the roles looking at different kind of like larger challenges or problems that we have and then, you know, putting different roles and, you know, kind of sometimes even outside of roles like skills and talents that somebody can be pretty much use to solve that.

32:36

But I, I need to also emphasize the whole aspect of like you all have some, some solid people that have been but it was fun and yeah, that have been good people to, to work with and so I can't understate building relationships.

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True.

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But also very much like it does feel like a calling and it feels like we're all in the same space working towards a calling.

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it's great people to be working with great people to meet great people to engage with, you know, and hop into zooms and, you know, sometimes be funny sometimes.

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Like, yeah, sometimes it's, it's a good time.

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It's, it's, it's, it's been good.

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So what might be takeaways to share?

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, you can have the, you can have that you can get the work done.

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, yes, you can achieve those goals.

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Yes.

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But you can also,, you know, you can also build a solid relationships that it gets, it's, it's hard work, right?

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So it work is work.

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there you can't really get around that.

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But building like a, a good trusting like relationship and even camaraderie.

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it, it's, it's, it helps like, you know, sometimes we deposit, sometimes we, you know, make withdrawals.

34:01

But, but ultimately, like we're, we're in it, you know, we're in it together.

34:06

Yeah.

34:06

And I think what's so special.

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So Eddie, when we actually had an on site visit, in September, I think of this past year and Eddie brought a success story from Kern County to the table.

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So for those of you who have never heard of Leo B Hart, I had never heard of Leo B Hart.

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But please look him up.

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His story is incredible.

34:35

And I think, to give you the TLDR, as we say over here at instructor or the too long didn't read version.

34:44

We read through the story of Leo B Hart and the work that he did in Kern County to basically elevate innovate and bring communities together.

34:57

And I really think that that is the heart of the work here and the heart of what brings our relationships together, the our collaboration and the, what you're saying about the people being key.

35:12

I think when we align in our passion to create those collaborative, innovative and inclusive communities, There really shouldn't be anything else that stands in the way.

35:26

And that's really what's been so incredible about working with K CSO si think it's a shared relation or a shared, a mutual feeling that we share that just because our passions align it is a beneficial relationship.

35:43

And we feel filled up because we're doing work that we feel matters.

35:47

So it's been, it's been incredible.

35:50

I think the last several years have been so great, but I know that we have a lot of room to grow and I know that you share that sentiment.

35:58

We, you, Eddie is a dreamer for everyone listening.

36:02

We joke because Eddie, I'm gonna put you on blast here.

36:06

But he will, every meeting we have Eddie creates a new Google draw where he imagines up a scenario that we title of an untitled, of an untitled copy of a copy of the title.

36:21

He never saves it.

36:23

It's just the untitled drawing and then he makes a copy of the untitled drawing.

36:27

So he has the copy of the copy of the copy of the untitled drawing outside the share drive.

36:36

But Eddie is such a dreamer and I think that's one of the reasons this project's been so successful because he has such a vision for where it could go.

36:47

And so I would love to hear your thoughts, Eddie on where you see this project going and where would you like to see it in the next five years or so?

36:57

And how do you see our working relationship as an asset for that expansion and scalability of the project?

37:05

OK.

37:05

The so I think so you t me up good.

37:09

So this wasn't planned because you mentioned the Leo Hart part.

37:11

But I'm gonna give you the, what you call it, TLTL dr too long, didn't read TLDR component.

37:19

So, Leo Hart, he was one of the super, he was a superintendent for K CSO S back in the forties.

37:26

And there had been a bunch of students who were coming from from Arkansas, Oklahoma during the dust bowl.

37:34

There was a, a strong reaction against the students coming from Arkansas and Oklahoma and frankly, the local community, a lot of them didn't want those students and didn't have two kind of words.

37:46

So then Leo Hart creates a school using federal emergency funds.

37:52

And then all the schools that didn't want those kids or the community members that didn't want those kids at their schools, five years later were clamoring to get their kids into that new school with all of the students.

38:05

So, the reason I think for me that's a powerful story is that one.

38:09

It it exemplifies the kind of what leadership looks like at a local level.

38:17

There is a lot of pride for me that, that was a superintendent here at, at K CSO S But also like within that construct, the, we've had like a lot of our organization has had a lot of leaders.

38:28

So, for example, we have like a self-insured schools of California that comes out of like this office.

38:34

And so it's the, the, and, and it's a, and it's a statewide large insurance.

38:41

And and really like, for me, when I start thinking about like people who've made those types of impacts locally here from, from where we're from current county.

38:51

We, we had another lady Dorothy Donahue, she helped create the master plan of for, for Higher Ed in in California.

38:59

And then she later became L A Times Woman of the year and she started here as like a, as a registrar at Bakersfield high school.

39:06

And so I consider that now, like, if you wanna look at those Leo Hart lessons if you wanna see, like, well, what exactly were they doing?

39:16

You have to really investigate, like you have to go back and like, you know, do your homework and go into the archives.

39:22

But I know, I know that those were the things happening every, like in other places.

39:27

I know that there's people locally who are doing that in other places.

39:31

And now with the amount of access that teachers have like, what are those amazing practices happening to me now with schools, with teachers and how can we possibly capture that?

39:46

And, and then for me, like kind of big picture, that's what California educators together provides and it provides it not, you don't have to be a superintendent, you can be a, a regular teacher teaching out at a, at a rural school.

40:00

We did a demo lesson out at Paiute Mountain School which is tucked tucked into the foothills has like 50 students K A but there's good stuff that are happening over there in the way that they're being supported.

40:13

Likewise, you know, we got to do demo lessons with the amazing teachers down in San Diego.

40:18

So like how are we capturing like what teachers have to offer teachers have the solutions to all those big problems.

40:26

So there isn't like a like us here like California like California get a platform like we're not gonna have like, you know, a frame like one, you know, thing that's gonna solve everything.

40:37

But we have, we're, we're collecting like resources and we're trying to like open access to where you can meet and see other people that do have those answers and or not have the answers, but at least share their story with you and their pathway on how they're trying to get there.

40:55

So let me give you like an example.

40:57

We do you know you, you can go in right now and you could say, hey, I was at the UC San Diego Science.

41:04

I was at the UC San Diego less at the Design Institute.

41:07

But you know, I, I actually drove down from Fresno.

41:12

I wish I could be like more engaged and more part of something like that as like, well, you can look at KCIKC, I is a little bit closer to you.

41:20

And they also have programming and they also have virtual programming.

41:24

So for me, like, again, kind of anchoring in the the, the story that you were telling me about Leo Hart, that there's so many people, organizations, nonprofits, contracts initiatives, school districts, individual teachers at classroom levels.

41:38

We're doing all of these things like, how do we make sure that all of them could be represented here and that all of them could see each other here across, you know, race ethnicity, like regions.

41:50

And, and so for me, that's like, that's the, the, the big picture, like, make it something worthwhile that, you know, can, can make a difference because you all like all teachers, they're all making a difference, like in their community, they all have something to offer to like the broader community, if not, at least, like, you know, the lessons and the cool things that you're sharing.

42:12

It's amazing and so elevating the stories of the community and seeing that really through just the collaboration and engagement with one another.

42:23

That's awesome.

42:25

We did, we closed out the, that last institute because I had a couple of things to, to give away and I gave away a couple of those, those legal heart books and a couple of legal heart books.

42:36

And and then I also gave him like the option of bear ears.

42:40

But how I, how I explained it to them was the, like our field of education, it stands like it stands on the shoulders of giants.

42:48

There's been a lot of people who have done like really great things that we don't know about some of it because it was local.

42:55

But it stands to reason, I'm assuming that if there were giants decades ago, we have giants amongst the, among us right now who are looking for either that outlet or the opportunity to share, you know, that work that does make them giants.

43:12

And then on the equate on the lens of like looking at like how we're providing support for students.

43:18

Then that also stands to reason that we have these little giants in training right now in our classrooms.

43:24

And how do we ensure that, that all those giants have, have have a shot if not.

43:30

on the teacher side with giving teachers access and opportunities to engage on something like this getting paid as well.

43:37

And then on the soothing side ensuring that there's the UDL that there's the integrated ELT and that they have their own pathways as well.

43:45

And so that's why I say like, it's exciting work, it does feel like a calling.

43:48

And it's it's meaningful.

43:51

I love that.

43:52

And I think you brought up a good point because even from the student perspective, to think about the teachers in our lives who made an impact, right?

44:01

And to, to go, you know, what their, their story was probably never told, you know, like the fact that this lesson really changed my life, no one knows that no one knows how impactful that is.

44:13

I mean, maybe the teacher, right?

44:15

But it is an opportunity to tell the stories that matter.

44:20

And I think that that's something that's really cool about this platform as a means to connect people and to really elevate the giants, right?

44:30

Like you're saying, like, empower and elevate the giants and include everyone in the conversation.

44:35

That's so cool.

44:37

So, so going with that, we had one of our, one of our participants.

44:41

and we have a, we have a podcast interview with him, a great guy, Chris Bell and he gives his perspective on being in an institute and coming back and supporting as a facilitator.

44:50

And and he said, you know, for me, this was exciting because this is a big initiative that's coming through the CD E and I have lessons that I use every year, you know, I change them up and update them.

45:02

but this was my opportunity to put like my best work on something where I will be able to share it and for people to see it.

45:07

Right?

45:08

And we, we, we don't realize that that's a big contribution.

45:15

You know, it's like, especially like, say there's a new teacher, a new teacher who doesn't have like all of his experience but knows that there's a, you know, there's a better way or how do I get there?

45:25

Well, you listen to careers and here are a couple of his lessons to get you started.

45:30

Yeah.

45:31

And I mean, you're right, like as a new teacher to then just go to the platform and, and get ideas.

45:37

I think that it can be intimidating as a new teacher to come into the classroom and to stand on the shoulders of giants and to be like, where do I start?

45:47

And so this offers that opportunity for teachers to learn from another in a very low stakes environment.

45:56

But still having access to like ways to deepen their understanding and, and practice their own, you know, work of like bettering their own lesson plan.

46:09

So that's so cool.

46:12

I would love to hear your thoughts on what you've learned from this project.

46:18

So what do you think have been some of the greatest lessons you've learned, whether personally or from a broader perspective of like the, the whole project.

46:33

I think one of them is you the be the ability to, to be adaptable.

46:46

But in, in the, in service of, of trying to improve kind of improve the product and then improve improve yourself.

46:57

So being able to really not just not just take feedback but for something like this go out and like elicit the feedback and then create avenues for people to bring like that feedback

because I think what's unique or maybe, maybe it is unique or maybe it isn't because as, as educators, we're always in service of other communities.

47:21

So if, if you're a principal, you know, you, you, you should be getting the of the, the, the teaching community if let's say you're a program specialist, that's running a program, you should be getting feedback from the teachers that you're supporting there.

47:35

Right.

47:36

So, so then I guess it's not special to this project.

47:38

But you really want to build community, create a space, create avenues, bring in feedback and then, and then listen to that feedback.

47:49

That's the most important part.

47:50

So people should be able to see themselves in the work and see that what it is, that they are suggesting what it is that they're valuing was heard and then it is mirrored in the work.

48:03

So that's one of my, my big takeaways and, and that's something that you could be doing in the classroom as a teacher as well too, right?

48:08

You get feedback from your students.

48:10

You say, hey, how did that go?

48:11

What did you all think?

48:13

And then students, you know, they might say I wanted to do more of this or I wish we can have more of this and then you incorporate that feedback and then that helps you build build a relationship.

48:22

And I think that's one of the things that I think that for me, that process doing as a team, we've really done that at the organizational level.

48:31

And then I feel like we've really done that with some of the reason with the resource providers that we're working with with our collaboration with the CD E.

48:38

And then it, it does give you like an, a feeling like an effect where, you kind of get wind beneath yourselves, right.

48:45

And,, and, and that's a good thing,, because then you're, you're kind of flying together with, with more people.

48:51

And so I think that's, that's, that's one of my, my big takeaways right now is,, that, that, that hard but necessary work of building community also, like, kind of creates a, almost like a natural motor that, that's self-sustaining, but it's also there's a lot of wins involved for a lot of people together.

49:10

So it's like, it's the idea that this is, this is not just like a team sport, but multiple teams and, and and there's enough spotlight or enough there's enough sunshine for, for everybody to, to have their, their day and, and it's important because when people are really invested it, it should be shared and it should be called out.

49:31

Another big it's another big lesson is that so give me a second, I think about it.

49:54

Mhm I can't think of anything right now if you want to throw me a couple of ideas because I had another one and then I, I lost it right.

50:15

When I read it, I was like, oh, I can jump in, I got it.

50:20

So another big piece of advisor, a big learning and it kind of emerged through the, through the podcast.

50:29

So we have we have an interview with, with gay Kraus who's the, the founder of KC.

50:36

I very active, she hosted an institute for us.

50:39

And she was out there, you know, like supporting us with, with everything.

50:43

It was like, it was, it was impressive.

50:45

We really felt the love.

50:46

We're down there at UC San Diego, Dr Alec Barrett, you know, same thing, a lot of Kissa Duran, a lot of support, a lot of a lot of love.

50:56

And and then we, we went out to the SSP mentors, specialized secondary programs in in, in Los Angeles and like my big takeaway, like in the conversations with the, there's also an element of like longevity.

51:12

the, the innovation, the the ideas like all of those are, are key components but to really make a difference.

51:24

The longevity is important.

51:27

So gay Kraus at KC I, she's been doing that for, for decades now.

51:32

And she, you know, she, she was almost able to lay out like kind of a trajectory for me and she's like, but none of this is easy and it takes time.

51:40

We're meeting with the Los Angeles SSP mentors and they've been there for a couple of decades too and they talk about it again as a calling.

51:50

So, my, that's my second piece of advice.

51:54

My second piece of advice is if you, if you wanna kinda see those from what I'm seeing in my findings right now, people that are able to really kind of dedicate and, and hone in like in these areas, the, the longevity makes a difference in terms of making a difference.

52:17

I love that.

52:18

So you targeted some lessons you learned where the buy in that that this really does develop when you include people in the conversation.

52:30

and how that really propels a project forward when you have people that care about it because their opinions being heard or their input is actually active.

52:41

It makes a difference and then also that the patience of seeing something through really makes that impact of you know, your influence and what you can put into it.

52:54

So that's really powerful.

52:57

Do you have any, as we close out this episode?

53:00

Do you have any advice that you would give to maybe educators who are interested in being involved with similar projects or maybe similar initiatives?

53:09

And then if you have any resources you wanna share, if you want to talk about them, we'll link them in the description of the episode.

53:17

OK.

53:18

Let's see, first for advice.

53:22

just be on the lookout for institutes if you wanna come to if you wanna come to an institute in your local, in your area, We are we're continuously expanding kind of where we're going.
53:35

The next one is if you want a workshop or if you are thinking like, hey, you know, I kinda wanna get into this.

53:43

You can definitely reach out through the through our email or on the help desk on platform.
53:49

And what that would look like is we would send out depending on the amount of teachers a team to carry you through a workshop.

53:58

And then if you wanted, you know, you wanna engage on your own time, We have the course.

54:03

So those are the big ones that, that you can kind of immediately slide into and, and, and really test out the waters.

54:11

The the other thing that I think it's it's worth checking out if you wanna check out our high quality instructional materials group on the platform.

54:19

And that's where we're hosting.

54:21

all the lessons that have been created with teachers.

54:24

So that link will be there.

54:26

You'll see that all the lessons that that are in that group have a little gold star.

54:30

So when, when somebody goes to our institute, they create their lesson they, they then get a gold star that deems that lesson as having passed our our vetting process.

54:42

And and yeah, if you go into that group, you're gonna kind of get a feel for it, you're gonna see exactly what teachers have been creating.

54:48

You're gonna see some great ideas and then you're gonna see links to some of the other things that we've talked about today.

54:55

Awesome.

54:56

Well, thank you so much, Eddie.

54:58

Again.

54:58

We're gonna link all of, well, some key information in the description of the episode.

55:06

But really, thank you.

55:07

Thank you.

55:07

Thank you for joining today on our podcast.

55:09

We were joking that this was our crossover episode because as you heard, Eddie mentioned a couple of times, they also have a podcast available.

55:18

So we'll also link to the podcast in the description.

55:22

But really, it's been such a pleasure to collaborate with you and your team over the years.

55:27

And I'm equally as excited to spotlight the incredible work you guys have been doing in California on our episode today.

55:33

So, thank you for joining us, Eddie.

55:36

All right.

55:36

Thank you.

55:37

It's been a great pleasure and I think we're late for our next meeting.

55:43

Thank you all for joining this week's episode of the Bamboo Beat of our instructor cast podcast.

55:50

We'll see you next time.